

DOCUMENT RESUME

ED 102 147

SP 008 931

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TITLE Gearing Up for Curriculum Change; A Chance for Every Child: Assessing Needs through Specific Goals.
PUB DATE 27 Feb 75
NOTE 13p.; Presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27, 1975)

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Curriculum Development; Curriculum Guides; Individualized Instruction; Inservice Education; Models; Parochial Schools; *Performance Based Teacher Education; Public School Systems

ABSTRACT

The diversity of geographic location and type of student in the Toledo diocesan school system have made it increasingly important for instruction to become individualized. Upon investigation of the system's needs and possibilities for change, a competency-based curriculum model was selected because it offered a structured, systematic, planning, implementation, and revision model. The schools attempted to utilize a number of generalizations potentially applicable to the educational change process in the implementation of their competency-based instructional systems. Curriculum guides developed by the schools were major tools in implementing the philosophy of competency-based education. Curriculum guidelines have been field tested, revised, and disseminated, and inservicing is taking place. The University of Toledo College of Education Competency-based Teacher Education Program has been instrumental in developing educational change in all sectors. Both public and private schools, however, have also contributed in a continuous effort to effect change in the Toledo school system. (PB)

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"DREAMING UP FOR CURRICULUM CHANGE"

A Change for Every Child: Assessing Needs Through Specific Goals

AECTE, February 27, 1973

1. Introduction: Sister Mary Lawrence, OSE.

The Toledo Diocesan School system is unique in that the geographic area extends over 8,221 miles and is located in 19 counties of the state. There are ninety-seven (97) elementary schools and 19 high schools located in the rural, urban, and suburban areas. The student population includes many ethnic and racial groups, and a wide economic range, from the very affluent to the inner-city poor.

This diversity in geographic location and type of student population, along with, in recent years, have made it increasingly important that curriculum become more individualized. The needs of the students differed greatly. They were unable to meet the rigid curriculum standards set by the Division and state. When the methods and materials differed greatly and the students were not able to achieve up to the level of his ability.

The staff of the Diocesan School office consulted principals, teachers, and parents in determining what changes were necessary. Each member of the staff serving as consultants for Art, Guidance, Language Arts, Mathematics, Music, Science, and Social Studies, under the direction of a supervisor for each subject, then formulated the plan for the actual production of the guides. The development of these guides, which would state clearly the concepts to be taught, objectives to be reached, resources available, and suggested activities for both student and teacher was a necessity if pupils were to achieve.

emphasize goals in specific learning steps. Teachers had to be clear as to what they wanted and his objectives rather than on the process.

99. Curriculum for the C.S.S. Model See Loomis, The Development of a Curriculum

From 1971, the Toledo District Schools had not had a curriculum for over 30 years. The result was a fragmentation of curriculum for that district children within the Province resulting in learning experiences that varied widely from the one classroom of what might be the district. The curriculum that resulted frequently didn't meet the needs of the larger community. District students complained that they were denied the opportunities for curriculum instruction and resources available to other children in Province school systems. In reaction, then, the needs of the District were the following: (1) to develop curriculum, including content, planning, and resources; (2) to provide the "copying" of curriculum materials to all areas and population groups within the District; (3) to develop a central planning mechanism that would facilitate the process with the added capability of making necessary curriculum changes to individual, family, school, and the community needs.

To order or meet the curriculum needs of the district, the District contacted the University of Toledo's College of Education regarding the possibility of a cooperative effort in developing a planned curriculum process. The College, through its Center for Research and Services, accepted the offer. In consultation with District personnel, selected a curriculum model, set development and revision procedures, and established a system for writing, testing, and implementing the results.

The University-based Curriculum model was selected to build a "Curriculum for Curriculum Change" because it offered a structured, systematic

It is the policy of the United States Government to support the efforts of the people of the Republic of China to maintain their freedom and independence and to resist the aggression of the People's Republic of China. The United States Government will continue to provide military and economic assistance to the Republic of China and to oppose the efforts of the People's Republic of China to gain recognition as the only government of China. The United States Government will also continue to support the efforts of the Republic of China to maintain its territorial integrity and to resist the aggression of the People's Republic of China.

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The first of these is the fact that the majority of the population of the United States is of European descent. This is a result of the fact that the United States was founded by people of European descent, and the vast majority of the population of the United States today is of European descent.

THE SECOND FACTOR IN THE DEVELOPMENT OF THE UNITED STATES

The second factor in the development of the United States is the fact that the United States is a country of immigrants. The vast majority of the population of the United States today is of European descent, but the United States is also a country of immigrants. The vast majority of the population of the United States today is of European descent, but the United States is also a country of immigrants. The vast majority of the population of the United States today is of European descent, but the United States is also a country of immigrants.

The third factor in the development of the United States is the fact that the United States is a country of free enterprise. The vast majority of the population of the United States today is of European descent, but the United States is also a country of free enterprise. The vast majority of the population of the United States today is of European descent, but the United States is also a country of free enterprise. The vast majority of the population of the United States today is of European descent, but the United States is also a country of free enterprise.

The fourth factor in the development of the United States is the fact that the United States is a country of democracy. The vast majority of the population of the United States today is of European descent, but the United States is also a country of democracy. The vast majority of the population of the United States today is of European descent, but the United States is also a country of democracy.

The fifth factor in the development of the United States is the fact that the United States is a country of progress. The vast majority of the population of the United States today is of European descent, but the United States is also a country of progress. The vast majority of the population of the United States today is of European descent, but the United States is also a country of progress.

The first part of the report describes the background and objectives of the study. It also outlines the methodology used in the research.

The second part of the report presents the results of the study. It discusses the findings of the research and compares them with previous studies in the field.

The third part of the report discusses the implications of the findings for practice and policy. It also identifies areas for further research and provides recommendations for future studies.

The final part of the report provides a conclusion and summarizes the main findings of the study.

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The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land owned by the United States in the State of California.

The total land owned by the United States in the State of California is approximately 100,000,000 acres. This land is divided into several categories, including National Forest Land, National Monument Land, National Wildlife Refuge Land, and National Park Land. The National Forest Land is the largest category, covering approximately 60,000,000 acres. The National Monument Land covers approximately 20,000,000 acres, the National Wildlife Refuge Land covers approximately 10,000,000 acres, and the National Park Land covers approximately 10,000,000 acres.

The land owned by the United States in the State of California is managed by the Bureau of Land Management, which is part of the Department of the Interior. The Bureau of Land Management is responsible for the conservation and management of the land, and for the regulation of the use of the land.

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The first part of the report discusses the current state of the world's oceans, focusing on the impact of climate change and human activities. It highlights the need for sustainable management of marine resources and the role of international cooperation in addressing these challenges. The report also examines the economic and social benefits of healthy oceans and the potential consequences of their degradation.

The second part of the report provides a detailed analysis of the scientific data collected over the past decade. It covers a wide range of topics, including ocean acidification, sea level rise, and the loss of biodiversity. The report also discusses the progress made in understanding the complex interactions between the ocean and the atmosphere, and the role of the ocean in regulating the Earth's climate.

The third part of the report outlines the policy recommendations and action plans that are needed to protect and sustain the world's oceans. It emphasizes the importance of integrating ocean management into national and international development strategies, and the need for stronger legal and institutional frameworks to ensure the effective implementation of these measures.

The report concludes by reaffirming the commitment of the international community to the sustainable development of the world's oceans. It calls for continued scientific research and monitoring, and for the implementation of the action plans outlined in the report. The report also expresses the hope that the findings and recommendations will serve as a guide for policymakers and the public alike, ensuring that the oceans remain a source of life and prosperity for generations to come.

The first part of the report discusses the current state of the world economy and the challenges it faces. It highlights the need for a coordinated global response to these challenges and the role of the International Monetary Fund (IMF) in providing technical assistance and financial support to member countries.

The second part of the report focuses on the role of the IMF in promoting sustainable growth and development. It discusses the importance of sound macroeconomic policies and the need for structural reforms to improve the competitiveness of member countries. The report also highlights the IMF's efforts to support member countries in addressing climate change and environmental challenges.

The third part of the report discusses the IMF's work in promoting financial stability and the role of the International Monetary Fund in providing technical assistance and financial support to member countries.